



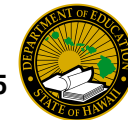
'Āhuimanu Elementary Academic Plan SY 2024-2025

47-470 Hui Aeko Place, Kāne'ohe HI 96744
(808) 305-4800
<https://www.ahuimanu.k12.hi.us/>

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Kimi Ikeda	
	04/05/2024

Approved by Interim Complex Area Superintendent Matt Ho	
	04/15/2024



VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	2017 Wonders	ORIGO Stepping Stones 2.0		

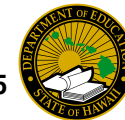
SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K-6	iReady ▾	iReady ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)

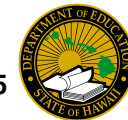
Please identify critical student learning needs and the contributing cause(s) why these needs have been prioritized.

“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and contributing cause(s) for ease of cross-referencing.

Problem-Solving Cycle Evidence: [Charts](#)

1	<p><u>Student Need:</u> Low Math proficiency on SBA and Universal Screener</p> <p><u>Contributing cause(s):</u></p> <ul style="list-style-type: none"> • Not reteaching a concept when students misunderstood • Too many strategies • Too many standards are being covered • No alignment from grade to grade for scope and sequence • Need to strengthen math vocabulary
2	<p><u>Student Need:</u> Low Reading proficiency on SBA and Universal Screener</p> <p><u>Contributing cause(s):</u></p> <ul style="list-style-type: none"> • Lack of exposure to informational text • Reading is not relevant • Students are not engaged in reading • Students do not know the vocabulary
3	<p><u>Student Need:</u> Students feel misunderstood/not connected.</p> <p><u>Contributing cause(s):</u></p> <ul style="list-style-type: none"> • Teachers may not place emphasis/make building relationships a priority • Students do not know how to communicate feelings, so teachers don't know how to help • Students feel their ideas/voice/opinion isn't heard • Students do not have the skills to cope with their feelings or improve their self-esteem



In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

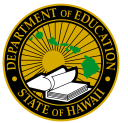
To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p>Targeted Subgroup: Special Education</p> <p>Identified Student Need(s): Math and Language Arts</p> <ul style="list-style-type: none"> ■ 60 % of SPED students reach typical growth goal for the year for ELA ■ 50 % of SPED students reach typical growth goal for the year for Math
2	<p>Targeted Subgroup: Native Hawaiian</p> <p>Identified Student Need(s): Math and Language Arts</p> <ul style="list-style-type: none"> ■ 74 % of Native Hawaiian students reach typical growth goal for the year for ELA ■ 65 % of Native Hawaiian students reach typical growth goal for the year for Math
3	<p>Targeted Subgroup: Female</p> <p>Identified Student Need(s): Math and Language Arts</p> <ul style="list-style-type: none"> ■ 70 % of Female students reach typical growth goal for the year for ELA ■ 60 % of Female students reach typical growth goal for the year for Math

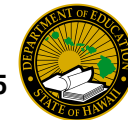


Priority 1 High-Quality Learning For All

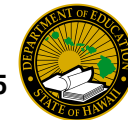
★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	State of Hawai'i Act 210 (§302A-A)	All kindergarten students are assessed for social, emotional, and academic readiness	KEA assessment data (LEI Kūlia)	Testing Coordinators (SSC and Coach) <input checked="" type="checkbox"/> WSF, \$136,000



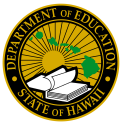
<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of <i>third grade</i>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<ul style="list-style-type: none"> • Too many standards are being covered • No alignment from grade to grade for scope and sequence • Students do not know the vocabulary 	<p>Implement a PLC framework to support our school goals.</p> <ul style="list-style-type: none"> • Data Wall to track progression of students in ELA and Math • Agendas that includes increase percentage of student engagement, iReady usage percentage, progress monitoring, and RTI • Analysis of data to include the implementation & effectiveness of initiatives. • Academic vocabulary • DOK Levels of questions and activities • Continue to look at standards and collaborate with upper and lower grade levels for vertical alignment. <p>Accountable Leads: Kimi Ikeda, Jade Bright</p>	<p>iReady Reading Diagnostic</p> <ul style="list-style-type: none"> • 60 % of SPED students reach typical growth goal for the year for ELA • 74 % of Native Hawaiian students reach typical growth goal for the year for ELA • 70 % of Female students reach typical growth goal for the year for ELA <p>Grade Level Articulation Minutes</p>	<p>Academic Coach</p> <p><input checked="" type="checkbox"/> WSF, \$68,000</p>
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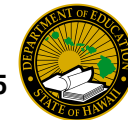
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of <i>5th grade</i>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<ul style="list-style-type: none"> • Too many standards are being covered • No alignment from grade to grade for scope and sequence • Need to strengthen math vocabulary 	<p>Implement a PLC framework to support our school goals</p> <ul style="list-style-type: none"> • Planning time for new Math curriculum • Data Wall to track progression of students in ELA and Math • Agendas that includes increase % of student engagement, iReady usage%, progress monitoring, and RTI • Analysis of data to include the implementation & effectiveness of initiatives. • Academic vocabulary • DOK Levels of questions and activities • Continue to look at standards and collaborate with upper and lower grade levels for vertical alignment. <p>Accountable Leads: Kimi Ikeda, Jade Bright</p>	<p>iReady Math Diagnostic</p> <ul style="list-style-type: none"> • 50 % of SPED students reach typical growth for the year for Math • 65 % of Native Hawaiian students reach typical growth goal for the year for Math • 60 % of Female students reach typical growth goal for the year for Math <p>Grade Level Articulation Minutes</p>	<p>Academic Coach</p> <p><input checked="" type="checkbox"/> WSF, \$68,000 (repeat cost)</p>
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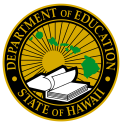
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<ul style="list-style-type: none"> • Too many standards are being covered • No alignment from grade to grade for scope and sequence • Need to strengthen academic vocabulary 	<p>Implement a PLC framework to support our school goals</p> <ul style="list-style-type: none"> • Data Wall to track progression of students in ELA and Math • Agendas that includes increase percentage of student engagement, iReady usage percentage, progress monitoring, and RTI • Analysis of data to include the implementation & effectiveness of initiatives • Academic vocabulary • DOK Levels of questions and activities • Continue to look at standards and collaborate with upper and lower grade levels for vertical alignment <p>Accountable Leads: Kimi Ikeda, Jade Bright</p>	<p>iReady Reading and Math Diagnostic</p> <ul style="list-style-type: none"> • 50 % of SPED students reach typical growth goal for the year for ELA • 60 % of SPED students reach typical growth goal for the year for Math • 74 % of Native Hawaiian students reach typical growth goal for the year for ELA • 65 % of Native Hawaiian students reach typical growth goal for the year for Math • 70 % of Female students reach typical growth goal for the year for ELA • 60 % of Female students reach typical growth goal for the year for Math <p>Grade Level Articulation Minutes</p>	<p>Academic Coach</p> <p><input checked="" type="checkbox"/> WSF, \$68,000 (repeat cost)</p>
<p>1.1.5. All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.</p>	<p>There is a need for clear transitions between and across schools</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <ul style="list-style-type: none"> • Castle Graduate Profile • Culturally & Community Minded • College Ready • Career Ready • Life Ready <p>Accountable Leads: Kimi Ikeda</p>	<p>Progress/update on school activities aligned to Graduate Profile</p>	<p>No additional cost</p>



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	<ul style="list-style-type: none"> • Reading is not relevant • Students are not engaged in reading 	Increase student engagement (retention, motivation and critical thinking) <ul style="list-style-type: none"> • Teachers and students increase use of Depth of Knowledge (DOK) 3 and 4 questions • Incorporate appropriate strategies that are student centered to increase learning Accountable Leads: Kimi Ikeda	Class visits data iReady Reading and Math Diagnostic <ul style="list-style-type: none"> • 50 % of SPED students reach typical growth goal for the year for ELA • 60 % of SPED students reach typical growth goal for the year for Math • 74 % of Native Hawaiian students reach typical growth goal for the year for ELA • 65 % of Native Hawaiian students reach typical growth goal for the year for Math • 70 % of Female students reach typical growth goal for the year for ELA • 60 % of Female students reach typical growth goal for the year for Math 	Counselor <input checked="" type="checkbox"/> WSF, \$68,000



<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<ul style="list-style-type: none"> • Teachers may not place emphasis/make building relationships a priority • Students do not know how to communicate feelings, so teachers don't know how to help • Students feel their ideas/voice/opinion isn't heard • Students do not have the skills to cope with their feelings or improve their self-esteem 	<p>Establish clear expectations for teachers and students</p> <ul style="list-style-type: none"> • Classroom expectations for routines, procedures and discipline. • Administrative expectations for routines, procedures and discipline. • Update, revise & document all systems, policies & procedures. • Stronger sense of community within the school. <p>Accountable Leads: Kimi Ikeda</p>	<p>Panorama Survey Discipline Data</p>	<p>Counselor <input checked="" type="checkbox"/> WSF, \$68,000</p>
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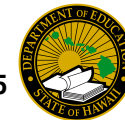
★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i></p> <p>and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i></p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>There is a need for clear transitions between and across schools</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum</p> <ul style="list-style-type: none"> ● Castle Graduate Profile ● Culturally & Community Minded ● College Ready ● Career Ready ● Life Ready <p>Accountable Lead: Kimi Ikeda</p>	<p>Progress/ update on school activities aligned to Graduate Profile.</p>	<p>No additional cost</p>



Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	Our school has a full-membership SCC that meets at least quarterly Accountable Leads: Kimi Ikeda	SCC agenda and Minutes	No additional cost



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases 'Āhuimanu Elementary's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080 hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, submitted waiver request for Parent Teacher Conference and 2 Waiver Days
Bell Schedule: Bell Schedule	